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ABSTRACT

This document contains a vocational program guide and Career Merit Achievement Plan (Career MAP) for secondary and postsecondary commercial art. The guide contains the following sections: occupational description; program content (curriculum framework and student performance standards); program implementation (student admission criteria, cooperative education, and student organization participation); instructional resources (student reference materials, service manuals, and periodicals); facility design recommendations and safety, maintenance, and liability considerations; suggested equipment list; and professional development (technical updating and teacher standards with related professional organizations and support services lists). The 13 intended outcomes establish students' proficiency in the following: communication skills; graphic production; technical art skills; design skills; lettering skills; typography; layout and paste-up; illustration skills; applied design; photostat camera skills; airbrush skills; employability skills; and entrepreneurship. The Career MAP displays student performance standards and documents the level of achievement on the standards for each of the 13 student outcomes. (NLA)

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FLORIDA VOCATIONAL PROGRAM GUIDE FOR COMMERCIAL ART

Prepared by

Department of Adult and Vocational Education
College of Education
University of South Florida
Tampa, Florida 33620-7750

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

Division of Vocational, Adult, and Community Education
Bureau of Vocational Program and Staff Development

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INDUSTRY REPRESENTATIVES

Joe Vitale	Production Manager, A. D. Weiss Lithograph Company
Debbie Burgess	Art Director, Boca Raton News
Walter Haas	President, Walter Haas and Sons
Mike House	Director Advertising and Public Relations, Teltec Corporation
Lya Korda	Design Consultant, MENSA
W. Curtis Perry	Supervisor of Drafting, Fine Line Graphics
Barbara Perry	Fine Line Graphics
Ann Sorosky	Director of Creative Services, Graphics Four

VOCATIONAL EDUCATORS

Tom Getz	Curriculum Supervisor Broward County Schools
Gloria Gordon	McFatter Vocational Technical Center Davie, FL

Dean Hardesty	Tom P. Haney Vocational Technical Center Panama City, FL
Michael O'Berry	Pinellas Vocational Technical Institute Clearwater, FL
Irving Ostrow	Lindsey Hopkins Technical Education Center Miami, FL
Carl Presti	Miami Lakes Technical Education Center Miami Lakes, FL

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INTRODUCTION

Vocational education meets the needs of students desiring to pursue a selected vocation and is designed to provide training that is realistic in meeting present and future employment opportunities. In recent years, applications of science and technology have expanded rapidly, increasing the education and training required of workers. This has made vocational training programs more attractive as an educational option. The new technologies require well-trained workers to carry out both standardized and specialized procedures, and whose training foundation has given them the capacity to keep pace with continuing technology demands.

The Florida Department of Education shares with business and industry the determination to provide opportunities for upward mobility to as many Floridians as possible. Vocational training programs can keep pace with the demands of new industrial patterns and can provide the opportunity for many of our citizens to gain financial stability and an improved sense of self worth. Therefore, it is necessary to create exemplary vocational programs and to make those programs consistent throughout the state.

This Program Guide identifies primary concerns that should be considered in the organization, operation and evaluation of a vocational education program. It has been developed to provide useful information to local school district and community college administrators, instructors, program advisory committees, regional coordinating councils and others charged with the responsibility of offering vocational education programs.

OCCUPATIONAL DESCRIPTION

A principle occupational title is identified for each vocational training program. This title is validated by the United States Department of Labor Dictionary of Occupational Titles (DOT) or other appropriate references. Such references may be the United States Department of Commerce Standard Occupational Classification Manual (SOC), the Occupational Employment Statistics Survey Dictionary (OES), or Vocational Preparation and Occupations (VPO) prepared by the National and State Occupational Information Coordinating Committees. Information obtained from industry advisory committees may also be used to validate the principle occupational title. The job title and code number for this program are listed in the curriculum framework which accompanies this guide.

The United States Department of Labor Dictionary of Occupational Titles (D.O.T.) identifies the job title for this occupational area as follows:

D.O.T. JOB TITLE	D.O.T. CODE
Commercial Designer	141.081-014
Illustrator	141.061-022

The definition (description) for this job title is taken from the D.O.T. for easy reference.

141.081-014 COMMERCIAL DESIGNER.

Creates and designs graphic material for use as ornamentation, illustration, advertising or cosmetic on manufactured materials and packaging: Receives assignment from customer or supervisor. Studies traditional, period and contemporary design styles and motifs to obtain perspective. Reviews marketing trends and preferences of target and related markets. Integrates findings with personal interests, knowledge of design and limitations presented by methods and materials. Creates, draws, modifies and changes design to achieve desired effect. Confers with customer or supervisor regarding approval or desired changes to design. May be required to have specialized knowledge of material designed. May prepare original artwork and design model. May perform related duties, such as fabricating silk screens, drawing full size patterns or cutting stencils. May work with specific items, such as signs, packaging, wallpaper, ceramics tile, glassware, monograms, crests, emblems or embroidery.

141.061-022 ILLUSTRATOR.

Draws or paints illustration for use by various media to explain or adorn printed or spoken word: Studies layouts, sketches of proposed illustrations and related materials to become familiar with assignment. Determines style, technique and medium best suited to produce desired effects and conform with reproduction requirements or receives specific instructions regarding these variables. Formulates concept and renders illustration and detail from models, sketches, memory and imagination. Discusses illustration at various stages of completion and makes changes as necessary. May select type, draw lettering, layout material or perform related duties. May be identified according to specific style, technique, medium, subject material or combination of variables. May draw or paint graphic material and lettering to be used for title, background, screen advertising, commercial logo and other visual layouts for motion picture production and television programming and be designated TITLE ARTIST.

PROGRAM CONTENT

The Division of Vocational, Adult, and Community Education, as required by State Board of Education (S.B.E.) **Rule 6A-6.0571**, publishes Vocational Education Program Courses Standards annually. This document specifies the minimum program content for the operation of a vocational training program for the occupational titles listed. Each program identified in the Florida Department of Education Course Code Directory is required to establish course standards. The standards for each vocational offering are comprised of two major components: (1) Curriculum Framework and (2) Student Performance Standards.

Curriculum Framework (CF)

The Curriculum Framework specifies the exact course title, course number, levels of instruction, major course content, laboratory activities, special notes, major course concepts and intended outcomes. The program requirements stipulated in the curriculum framework have been approved by the State Board of Education and are the legal bases for delivery of instruction.

Student Performance Standards (SPS)

The Student Performance Standards are a resource list of job-specific competencies. This list is generated and approved by industry experts and becomes the basis for curriculum development in vocational programs. Local school districts and community colleges must, by law, adopt student performance standards for their vocational programs. They may, at their discretion, adopt the list provided or develop their own as long as there is sufficient content to address each intended outcome. A program may provide instruction beyond the minimum specified in the SPS if desired. The decision to do this should be based on local industry needs. However, the minimum must be presented.

The SPS for secondary level programs contain a third component, course structure. This component specifies the number of courses required for program completion and the content of each course. The courses may be taught in any sequence, but the content may not be changed unless approved by the Division of Vocational, Adult, and Community Education.

The curriculum framework and student performance standards are intended for use as a guide, not a teaching tool. Teachers or curriculum development personnel are expected to develop or select complete curriculum materials for their training programs based on the curriculum framework and student performance standards. Each intended outcome and SPS should be thoroughly analyzed for related cognitive and procedural subskills. The curriculum framework and student performance standards are presented in the following pages.

CURRICULUM FRAMEWORK PROGRAM AREA: Industrial

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1989

PROGRAM TITLE: Commercial Art

CODE NUMBER: Secondary _____ Postsecondary ARV0990

Florida CIP IN48.020300

SECONDARY SCHOOL CREDITS __ COLLEGE CREDITS ____ POSTSECONDARY ADULT VOCATIONAL CREDITS X

APPLICABLE LEVELS(S): __ 7-9 __ 9-12 X Postsecondary Adult Vocational

__ Postsecondary Vocational X Other 30, 31

CERTIFICATION COVERAGE: COMM ART 7

I. MAJOR CONCEPTS/CONTENT: The purpose of this program is to prepare students for employment as illustrators, (141.061-022), commercial designers (141.081-014). This program also provides supplemental training for persons previously or currently employed in these occupations.

The course content will include the following: basic art skills; lettering skills; preparation of layouts and illustrations; preparation of camera ready paste-up; and development of specialized skills.

The course content should also include Principles of Work Environment Readiness (P.O.W.E.R.) skills training in communication, leadership, human relations and employability skills; and safe, efficient work practices.

II. LABORATORY ACTIVITIES: Shop or laboratory activities are an integral part of this program. These activities provide instruction in the use of tools, equipment, materials and processes found in the industry. Students are also instructed in the following: lettering signs, layout and design for advertising art, airbrush for illustrations, photo retouching and custom work.

III. SPECIAL NOTE: The Vocational Industrial Clubs of America, Inc., is the vocational student organization which reinforces classroom instruction by providing communications, leadership, human relations and employability training experiences. It also reinforces specific vocational skills. When provided, these activities are considered an integral part of this program.

The cooperative method of instruction may be utilized for this program. When the cooperative method is offered, the following is required for each student: a training plan signed by the student, teacher and employer which includes instructional objectives and a list of on-the-job and in-school learning experiences; and a work

station which reflects equipment, skills and tasks relevant to the occupation the student has chosen as a career goal. The student must receive compensation for work performed.

In accordance with Section 233.0695 F.S., the minimum basic skills grade level required for this postsecondary adult vocational program is: Mathematics 9.0, Language 9.0. This grade level number corresponds to a grade equivalent score obtained on a state designated basic skills examination.

The typical length of this program for the average achieving student is 1290 hours.

IV. INTENDED OUTCOMES: After successfully completing this program, the student will be able to:

01. Demonstrate proficiency in communication skills.
02. Demonstrate proficiency in graphic production.
03. Demonstrate proficiency in technical art skills.
04. Demonstrate proficiency in design skills.
05. Demonstrate proficiency in lettering skills.
06. Demonstrate an understanding of typography.
07. Demonstrate proficiency in layout and pasteup.
08. Demonstrate proficiency in illustration skills.
09. Demonstrate proficiency in applied design.
10. Demonstrate proficiency in photostat camera skills.
11. Demonstrate proficiency in airbrush skills.
12. Demonstrate employability skills.
13. Demonstrate an understanding of entrepreneurship.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1989

PROGRAM AREA: Industrial SECONDARY NUMBER_____

PROGRAM TITLE: Commercial Art PROGRAM NUMBER: ARV0990

01.0 DEMONSTRATE PROFICIENCY IN COMMUNICATION SKILLS--The student will be able to:

01.01 Take notes, listen and comply with instructions.
01.02 Read instructions thoroughly.
01.03 Request clarification of instructions (ask questions).
01.04 Relay instructions to others orally and in writing.
01.05 Define and explain commercial art terms.
01.06 Document job tasks, costs and maintain records.
01.07 Make project presentations.
01.08 Interact with the employer, fellow employees and customers.

02.0 DEMONSTRATE PROFICIENCY IN GRAPHIC PRODUCTION--The student will be able to:

02.01 Define the differences in production processes and estimate relative costs.
02.02 Recognize limitations for printing.
02.03 Identify and select different printing surfaces.
02.04 Identify and select appropriate printing inks.
02.05 Identify and select finishing processes.
02.06 Identify standard industry material sizes.
02.07 Specify types of folds.

03.0 DEMONSTRATE PROFICIENCY IN TECHNICAL ART SKILLS--The student will be able to:

03.01 Explain care and respect for all tools and equipment.
03.02 Make computations for centering, spacing and scaling drawings.
03.03 Draw on various types of drafting media.
03.04 Interpret information from drawings, prints and sketches.
03.05 Draw freehand sketches.
03.06 Draw auxiliary views.
03.07 Draw a one- and two-point perspective.
03.08 Make corrections on a drawing.
03.09 Draw in ink on a variety of surfaces.
03.10 Develop a glossary of technical terms.
03.11 Analyze an object to determine size and shape.
03.12 Draw an oblique drawing.
03.13 Draw an isometric drawing.
03.14 Read and interpret technical charts, graphs and diagrams.
03.15 Evaluate a drawing.
03.16 Make an orthographic drawing using a computer-assisted drafting (CAD) system as an individual or team member.
03.17 Make a print on a plotter.

04.0 DEMONSTRATE PROFICIENCY IN DESIGN SKILLS--The student will be able to:

04.01 Explain proper use and care of tools.
04.02 Apply principles and elements of design.
04.03 Apply color theory (pigment versus light).
04.04 Utilize tones, hues and values.
04.05 Sketch designs using pencil and ink.
04.06 Paint freehand or within sketched designs using mixed colors or apply colors to produce desired shades.
04.07 Apply color for impact (color psychology).
04.08 Differentiate between line halftone, duotone and four-color process.
04.09 Demonstrate balance in design.
04.10 Demonstrate designs with symmetry and asymmetry.
04.11 Develop grids for layouts of magazine pages, ads, etc..
04.12 Paint decorative freehand designs and objects.
04.13 Use palette knife or brush to mix colors.
04.14 Create designs by stripping.
04.15 Demonstrate harmony and contrast of line and shape.
04.16 Demonstrate harmony and contrast of color and tone.
04.17 Demonstrate harmony and contrast of proportion.
04.18 Demonstrate harmony and contrast of texture pattern.
04.19 Demonstrate harmony and contrast of motion.
04.20 Indicate style appropriate to desired impact.
04.21 Make a collage.

05.0 DEMONSTRATE PROFICIENCY IN LETTERING SKILLS--The student will be able to:

05.01 Demonstrate use and care of tools, lettering pens, t-squares and triangles.
05.02 Identify and select lettering styles.
05.03 Perform and use pen, brush, pencil and LeRoy lettering.
05.04 Utilize guidelines, margins and spacing for layouts.
05.05 Paint or draw precise lettering for reproduction.
05.06 Utilize various types of prepared lettering processes.
05.07 Produce a sign on poster board.
05.08 Determine and select lettering styles for layout sketches.
05.09 Illuminate a certificate.

06.0 DEMONSTRATE AN UNDERSTANDING OF TYPOGRAPHY--The student will be able to:

06.01 Explain proper use, care and cleaning of equipment.
06.02 Identify and select typography materials.
06.03 Define typographic terms, including leading and kerning.
06.04 Identify and select typographic methods.
06.05 Demonstrate the ability to proofread and use proofreaders' marks.
06.06 Explain picas, points and conversion to inches.
06.07 Explain specification of type and copy fitting.
06.08 Identify and select typographic styles.
06.09 Define basic letter structures.
06.10 Demonstrate mixing of families of type.

07.0 DEMONSTRATE PROFICIENCY IN LAYOUT AND PASTE-UP--The student will be able to:

- 07.01 Explain proper use and care of tools.
- 07.02 Identify parts of a layout.
- 07.03 Utilize amberlith, rubylith, screens, overlays and register marks.
- 07.04 Make thumbnail sketch pencil layouts.
- 07.05 Prepare comprehensives from pencil layouts.
- 07.06 Prepare camera-ready mechanicals from comprehensives.
- 07.07 Prepare specific forms of instruction on mechanicals for presentations and for a printer.
- 07.08 Crop and scale artwork and/or photos for layouts.
- 07.09 Demonstrate enlarging or reducing with a grid, proportion wheel and other methods.
- 07.10 Make a color separation with overlays.
- 07.11 Demonstrate various ruling techniques.
- 07.12 Demonstrate the uses of different adhesives.
- 07.13 Specify the use of halftones or special effects.
- 07.14 Explain layout and color trends.

08.0 DEMONSTRATE PROFICIENCY IN ILLUSTRATION SKILLS--The student will be able to:

- 08.01 Explain proper use and care of tools.
- 08.02 Demonstrate elementary anatomy drawing skills.
- 08.03 Illustrate using ink, pencil, washes, markers, tempera, watercolor and paints.
- 08.04 Demonstrate renderings of different textures using the above media.
- 08.05 Make illustrations using various subjects.
- 08.06 Make a montage illustration.
- 08.07 Draw a cartoon.

09.0 DEMONSTRATE PROFICIENCY IN APPLIED DESIGN--The student will be able to:

- 09.01 Locate and identify resource materials and develop a morgue.
- 09.02 Design logos.
- 09.03 Design stationery layouts.
- 09.04 Design a magazine/book cover or record jacket.
- 09.05 Design an ad campaign that includes newspapers, magazines and billboards.
- 09.06 Design a greeting card.
- 09.07 Design a business card.
- 09.08 Apply advertising psychology.
- 09.09 Produce an industrial brochure.
- 09.10 Design a consumer brochure.
- 09.11 Construct a package design.
- 09.12 Produce TV story boards.
- 09.13 Develop a square and half-drop repeat design.
- 09.14 Produce computer-assisted artwork. (optional)

10.0 DEMONSTRATE PROFICIENCY IN PHOTOSTAT CAMERA SKILLS (OPTIONAL)--The student will be able to:

10.01 Explain proper use and care of equipment, chemicals and supplies.
10.02 Identify parts of a camera.
10.03 Define photography terms.
10.04 Make negative and positive line shots on paper and film.
10.05 Make halftones.
10.06 Demonstrate enlarging and reducing.
10.07 Demonstrate stripping.
10.08 Demonstrate opaquing.

11.0 DEMONSTRATE PROFICIENCY IN AIRBRUSH SKILLS (OPTIONAL)--The student will be able to:

11.01 Explain proper use and care of tools.
11.02 Identify airbrush parts.
11.03 Perform airbrush exercises: dots, lines and graded shadings.
11.04 Select appropriate surfaces and painting materials.
11.05 Define the use of masking materials.
11.06 Airbrush a painting using masks or brushes.
11.07 Airbrush geometric shapes.
11.08 Airbrush freehand painting.
11.09 Airbrush an illustration of a product.
11.10 Retouch photos.

12.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

12.01 Conduct a job search.
12.02 Secure information about a job.
12.03 Identify documents which may be required when applying for a job.
12.04 Complete a job application form correctly.
12.05 Demonstrate competence in job interview techniques.
12.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor or other employees.
12.07 Identify and adopt acceptable work habits.
12.08 Demonstrate knowledge of how to make job changes appropriately.
12.09 Demonstrate acceptable employee health habits.

13.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

13.01 Define entrepreneurship.
13.02 Describe the importance of entrepreneurship to the American economy.
13.03 List the advantages and disadvantages of business ownership.
13.04 Identify the risks involved in ownership of a business.
13.05 Identify the necessary personal characteristics of a successful entrepreneur.
13.06 Identify the business skills needed to operate a small business efficiently and effectively.

PROGRAM IMPLEMENTATION

It is the teacher's responsibility to ensure that students learn how to competently perform the tasks specified in the course objectives. Therefore, the teacher must lead the students through the learning experiences in a course, motivate students, act as a role model for students and, at times, function as a guidance counselor and placement coordinator. This leadership role requires the teacher to participate in many of the activities required for program implementation. The teacher must select the methods of instruction that best apply to students' ability levels, measure student achievement and provide feedback. Key factors that must be considered when implementing this program are addressed below.

TEACHER CHARACTERISTICS

Subject Knowledge

The teacher must be a subject matter expert who is able to implement sound instructional methods and evaluate student performance. He/she must have significant work experience in the industry/vocational field and be able to communicate that knowledge to the students.

Instructional Delivery

The teacher's role in the learning process is to motivate and lead the student as well as impart subject matter knowledge. In order to maximize student learning, the use of a variety of instructional methods is encouraged. Because teaching styles vary greatly, teachers are highly encouraged to "pick and choose" from various methods or to combine methods for maximum benefit to students. Some of the more traditional methods used are lecture, demonstration and small group instruction. Other teaching methods which are suggested for further exploration include individualized self-paced, open-exit/open-entry, contract, computer based and competency based instruction. The focus of Competency Based Vocational Education (CBVE) is to ensure that each student can competently perform tasks specified before progressing to more complex skills.

CONVENTIONAL INSTRUCTIONAL METHODS

A vocational program may require a portion of the instruction to be presented in a standard lecture or controlled demonstration format. These methods of instruction can be easily combined with instructor controlled step-by-step practical exercises. Some instructional activities may dictate that this instructional approach be used to introduce students to hazardous equipment often utilized in vocational training. In most situations, students should be required to perform specified activities to achieve maximum skill competency. If mastery of a task is required, competency based education methods may be more appropriate. However, if the training activity involves an orientation or a seldom performed, non-essential task, conventional instructional methods may be more effective. Teachers are encouraged to use a variety of instructional methods to best meet instructional objectives.

Instructional Development

Teachers often must develop and select their own teaching and curriculum materials. In developing a comprehensive curriculum, instructional objectives based upon both the performance and cognitive domain must be included. When developing curriculum materials, teachers must use the curriculum framework (CF) and student performance standards (SPS) contained in this program guide as a basis. These materials delineate minimum program content which must be presented for an approved vocational training program. However, they are not intended for use as a comprehensive curriculum. Be certain not to adapt the curriculum to available materials, but select only those materials which can be adapted to the curriculum.

Instructional Measurement

Teachers must select testing methods that support the instructional delivery system used. Teachers must be competent to develop, administer and evaluate written and performance type tests.

Student Admissions Criteria

Providing the student the opportunity to successfully complete a vocational education program, in any institution, should be the primary concern of the instructional effort. Therefore, it is very important to direct planning and effort into identifying and selecting students with excellent potential for success in the educational program and in the occupation. The school's primary task is to prepare people for fulltime, entry-level positions as technicians or, in the case of those with more experience, as managers.

The Course Code Directory, specifies grade levels at which occupational programs are offered. Specific student admissions criteria which is required by the State and local educational agencies for the Commercial Art training program is illustrated as follows.

SPECIFIC ADMISSIONS CRITERIA

Minimum Age:	As required by state and local policy
Physical Requirements:	Color perception recommended
Special Requirements:	None
Minimum Basic Skills Math Level:	* 9.0
Minimum Basic Skills Language Level:	* 9.0

* This grade level requirement is specified in the Curriculum Framework and is applicable to postsecondary level programs of 450 hours or more only. There is no minimum basic skill requirement for secondary programs.

THE STUDENT PROFILE

Developing a student profile is an important step in program implementation. Attention should focus on student characteristics that can be remediated within a training program, but could create serious impediments to success in the vocational field. Typical of these would be deficiencies in communications and mathematical skills. The basic skill levels can be measured by testing. Test results can then be used to direct the student to more suitable training which matches his or her skill level, or to determine supplemental training which may be required to increase chances for student success.

High school and postsecondary vocational students can be admitted to a vocational program upon request if they meet any specified prerequisites, such as physical or basic skill requirements. Training programs should be accessible to as many students as possible. Training programs are designed to prepare students for employment upon graduation, or serve as prerequisite to a postsecondary program.

The community college can be more selective and establish stringent admission standards. This may be done by assessing applicants or by recruiting potential students who meet the established prerequisite requirements of the training. The program advisory committee can design a profile of the potentially successful student. The profile should contain a

list of qualities, traits and aptitudes that will indicate a higher potential for student success. Acceptable levels for these traits must also be determined. For example, the qualities deserving highest attention, mechanical ability and cognitive aptitude, are those which the educational program itself will not likely be able to influence, although these traits should have considerable weight in establishing the basic profile. Deficiencies in mathematical or communications skills may lend themselves to improvement through related instruction while the student is enrolled in the program. The following example illustrates specific qualities to consider when establishing the student profile:

Mechanic/Technician--Service

- Knowledge of basic tools and equipment used by mechanics/technicians
- Ability to analyze and solve mechanical and technical problems
- Ability to interpret written mechanical/technical materials
- Ability to interpret mechanical/technical drawings
- Mechanical dexterity

Mechanic/Technical Service Management

- Basic application of service
- Business skills
- Ability to work with people
- Communications skills
- Leadership

QUALIFYING AND PRETESTING

Assessing potential students for vocational programs is an integral part of the recruiting process since considerable amounts of time and money will be spent on students entering training. Recruiters must have a good idea of the candidate's basic aptitude. Whoever guides the candidate to the program needs to have knowledge of the student's interests, abilities and experience. These can be measured by a variety of assessment methods, which should be performed upon program entry. The assessment can help determine extent and level of training each individual should receive.

Assessment should determine the level at which the student can read, write, calculate mathmatics and understand the English language. It is appropriate for the program advisory committee and the school to develop some selection criteria based on minimum skill levels. These criteria should remain flexible in order to maximize educational opportunity for all applicants. Additionally, vocational educators must make every effort to serve the variety of "special needs" students and to eliminate sex-bias and stereotyping in all occupational areas.

ADVISORY COMMITTEE

It is imperative that representatives of industry be organized into an advisory committee. Constantly changing technological demands of our society will continue to stimulate changing industrial patterns. Therefore, effective use of program advisory committees is vital to the successful implementation of vocational training programs. Advisory committees provide expert technical advice which is not easily obtainable elsewhere, offer external support of policies and have tremendous public relations potential.

The most effective advisory committees are those whose members have mutual respect for each other's abilities and vested interest in the training program because of their need for trained workers. The program advisory committee is also one of the most effective means of facilitating placement. Its role can be:

- To contact local industry and encourage them to use the school's placement office as a means of filling jobs
- To develop an effective procedure for interviewing and evaluating potential employees suggested by the school
- To assist in gathering accurate and current job information as it becomes available

COUNSELING AND GUIDANCE

Counseling of students serves two purposes. It guides the student into the program and it supports enrolled students on a continuing basis throughout the program. Much day-to-day counseling will be the responsibility of the teacher. The teacher has the most contact with the student and is in a position to detect and correct a problem. Each student will encounter new problems as the program develops. The teacher's job is to work with the student to help identify problems and then strive for solutions. The teacher will provide much of the counseling that focuses on trade knowledge and skills.

The professional counselor cannot be expected to have the subject matter expertise of the primary teacher. The counselor, however, can focus on the

student's needs related to other issues such as personal growth, interests and attitudes. The ideal situation will provide at least one counselor with current knowledge of industry standards for career counseling. A useful tool which should be used in the counseling process is the Career Merit Achievement Plan (Career MAP) which presents minimum instructional content keyed to student performance standards. Career MAPs are available for each industrial program area, and can be used to document student achievement, isolate student interests, talents and weaknesses. They are also useful for placement purposes. Information on Career MAPs may be obtained by contacting the Department of Education, Division of Vocational, Adult, and Community Education, (904) 488-0484.

STUDENT PLACEMENT

Implementing an effective placement system is integral to developing a successful vocational training program. **S.B.E. Rule 229.551 (3)(g)** requires 70 percent placement of students who have completed a vocational training program. Although placement is not always a problem, as with students already working in a related occupation, the placement program should place emphasis upon students who are seeking entry-level employment since these students have little or no experience with industry.

The task of the placement program is to locate job openings in the community. The placement coordinator or teacher must know each student's personal aims and interests in addition to the information stated on the achievement record. In many cases, teachers are the best source to match students to job openings because of their contacts with the industry advisory committee. Input concerning employment openings must come from individual business establishments in the community. The placement coordinator should introduce a student to as many suitable job openings as possible. Conversely, employers can then be expected to interview as many qualified candidates as possible.

Cooperative Education

COOPERATIVE EDUCATION APPLICABILITY

Normally, students will complete the entire program as full-time students before obtaining employment. However, there may be situations where students could be allowed to complete part of the program while employed in their occupational areas. At this time it is appropriate for the student to enroll in industrial cooperative education (ICE). Guidelines for this training plan are provided in the "Industrial Cooperative Education Program Guide," published by the Division of Vocational, Adult, and Community Education, Order # IE 508 BK 87.

Industrial cooperative education is a method of instruction designed to prepare students for jobs in the community. This method is a joint effort between the school and the business community. Student trainees receive a combination of instruction in the classroom and related on-the-job training through employment. Learning experiences are jointly planned and supervised by the teacher and the employer. Cooperative education is relevant to the needs of the student preparing for a work role, and will help the student to achieve success and personal satisfaction as the transition is made from school to the constantly changing world of work.

Cooperative education is defined in the Federal Register, Volume 39, number 143, Vocational Education, Section 102.96, as a program ". . . to prepare students for employment, through: (a) providing meaningful work experiences combined with formal education enabling students to acquire knowledge, skills, and appropriate attitudes, (b) removing the artificial barriers which separate work and education, (c) involving educators with employers, creating interaction whereby the needs and problems of both are made known, thereby making it possible for occupational curricula to be revised to reflect current needs in various occupations . . . ."

PURPOSE

Cooperative Education is for persons who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related instruction by alternation of study in school with a job in any industrial occupational field. These two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and employability. Work periods and school attendance may be on alternative half days, full days, weeks or other periods of time to fulfill objectives of the cooperative education program.

GOALS AND OBJECTIVES

The primary goal of the cooperative method of vocational education is to prepare skilled, responsible individuals who can assume a productive role in the community. Specific objectives to meet the primary goal are:

- To prepare individuals for employment, adjustment and advancement in specified occupations or occupational areas (primary objective)
- To provide an understanding of the contribution of work to the social and economic welfare of our nation
- To provide students with an understanding and appreciation of the American free enterprise system
- To foster an awareness of the civic, social and moral responsibilities of individuals to society

- To stimulate students' interest in their chosen occupational fields and provide an understanding of the opportunities in each field
- To provide training that results in increased efficiency in performing job tasks
- To provide curriculum which is sensitive and adaptable to changes in occupational practices and procedures as they are affected by societal, economic, technical and educational developments
- To strive to develop a greater appreciation of the value of specifically trained personnel among employers, employees and consumers
- To reinforce skills learned in the school laboratory
- To provide experiences on tools and equipment not available in the school laboratory
- To supplement and broaden the school curriculum into areas not otherwise available

Student Organization Participation

Vocational student organizations operate pursuant to federal and state laws, which authorize them as viable components of vocational education programs. According to federal regulations, the vocational education program of instruction may include activities of vocational student organizations which are an integral part of the vocational instruction offered and which are supervised by vocational education personnel. The **S.B.E.** Rules authorize vocational student organizations as an integral part of the vocational education program as stated in **S.B.E. 6A-6.064 (7)** and **6A-6.065 (8).**

VOCATIONAL INDUSTRIAL CLUBS OF AMERICA (VICA)

VICA is an organization for secondary or postsecondary students enrolled in trade and industrial education programs in high schools, area vocational technical centers and junior and community colleges. It is the only national and international organization for trade and industrial students. The organization is designed to expand and enrich opportunities for leadership, social awareness and civic responsibility in vocational students.

Students who participate in VICA activities are often better prepared for the world of work. They acquire knowledge of the many opportunities available in their chosen careers and become aware of the value of their

contributions to society. They are also given opportunities to develop and utilize their talents and abilities in ways that otherwise would not be available to them.

BENEFITS OF VICA MEMBERSHIP FOR THE STUDENT

Membership in VICA offers the student the opportunity for growth and development in the following areas:

School and Community Service Activities Students in VICA become involved in various school and/or community services. These may include clothing or food collections for the needy, donation of time and service to the elderly and participation in fund raisers or similar activities.

Social Interaction with Fellow Students Activities are also available that offer students time for relaxation and fun. Social activities of this type may be held on a regular basis. They might be held on the school campus during school hours, or off campus after school. More formal functions would include end of the year award banquets or industry/employer appreciation dinner banquets.

Competition in Skill and Leadership Contests VICA offers various contests in all the skill and leadership areas it serves. Often, teachers identify talented students who represent their school in regional competitions. However, any student member of VICA may compete. Instructors should conduct planned contests within their trade areas. This also pertains to leadership areas. First and second place regional winners then move on to the state level contest. The state winners then compete at the national level of the United States Skill Olympics.

INSTRUCTIONAL RESOURCES

STUDENT REFERENCE MATERIALS

Necessary instructional texts or pertinent material should be available for each student to satisfy training objectives. When textbooks are used, the copyright date should be as current as possible.

SERVICE MANUALS

Manuals with current manufacturer's service procedures and specifications should be available. These manuals must be located where students can use them while working in the shop area.

PERIODICALS

Current general and technical magazines and newspapers should be available for student and instructor use.

The following list of suggested resources is organized under each outcome shown in the curriculum framework. These resources have been recommended by instructors and program administrators through statewide surveys.

01.0 DEMONSTRATE PROFICIENCY IN COMMUNICATION SKILLS

TITLE, AUTHOR, ORDER#	PUBLISHER	TYPE
Silk Screen	EDUCATIONAL AUDIO VISUAL	slides
The Graphic Arts: An Introduction	EDUCATIONAL AUDIO VISUAL	slides
Art Career Guide Don Holden	WATSON-GUPTILL PUBLICATIONS	text
Artist's Manual Colin Hayes, ed.	W. H. SMITH PUBLICATIONS, INC.	text
Artist's Market Martin-Hoffman	WRITER'S DIGEST BOOKS, Division of F & W Publications	text
Commercial Art Techniques S. Ralph Maurello	LEON AMIEL PUBLISHING	text
Commercial Artist Student Guide L. A. Grimes, Jr.	UNIVERSITY OF TEXAS	text
Design and Print Your Own Posters Biegeleisen	WATSON-GUPTILL PUBLICATIONS	text
Graphic Art Encyclopedia George A. Stevenson	McGRAW HILL BOOK COMPANY	text
Masters of Western Art Mary Carrol Nelson	WATSON-GUPTILL PUBLICATIONS	text
Production For The Graphic Designer James Craig	WATSON-GUPTILL PUBLICATIONS	text

02.0 DEMONSTRATE PROFICIENCY IN GRAPHIC PRODUCTION SKILLS

TITLE, AUTHOR, ORDER#	PUBLISHER	TYPE
Graphic 2: Introduction to Printing	VOCATIONAL MEDIA ASSOCIATES	film
Graphic Arts: Planning & Preparation of Copy	PRENTICE-HALL MEDIA	film
Principles of Graphic Design	PRENTICE-HALL MEDIA	film
Graphic Design Studio Procedures Lloyd Simone	LLOYD-SIMONE PUBLISHING COMPANY	text
Graphic Design Studio Procedures David Gates	LLOYD-SIMONE PUBLISHING COMPANY	text
Graphic Master 3	DEAN LEM ASSOCIATES	text
How to Plan Printing	S. D. WARREN COMPANY, DIVISION OF SCOTT PAPER	text
Screen Printing Primer Babette Magee	GRAPHIC ARTS TECHNICAL FOUNDATION	text
Screen Printing Techniques Albert Kosloff	SIGNS OF THE TIMES PUBLISHING COMPANY	text

03.0 DEMONSTRATE PROFICIENCY IN TECHNICAL ART SKILLS

TITLE, AUTHOR, ORDER#	PUBLISHER	TYPE
Basic Commercial Art Skills	PRENTICE-HALL MEDIA	film
Drawing With Pen & Ink Arthur L. Guptill	VAN NOSTRAND REINHOLD COMPANY, INC.	text

Drawing with Markers Richard Welling	WATSON-GUPTILL PUBLICATIONS	text
Learning to Draw - A Creative Approach to Drawing Robert Kaupelis	WATSON-GUPTILL PUBLICATIONS	text
Manual of Graphic Techniques 1, 2, 3, 4 Porter, Goodman and Greenstreet	SCRIBNER BOOK COMPANIES, INC.	text

04.0 DEMONSTRATE PROFICIENCY IN DESIGN SKILLS

TITLE, AUTHOR, ORDER#	PUBLISHER	TYPE
Layout Allen Hurlburt	WATSON-GUPTILL PUBLICATIONS	
Principles of Design	GRAPHIC COMMUNICATIONS EDUCATION PROGRAM, SOUTH CAROLINA DEPT OF EDUCATION	slides
Basic Design Kenneth F. Bates	FUNK AND WAGNALLS, c/o Harper & Row Publishers	text
Basic Principles of Design Manfred Maibr	VAN NOSTRAND REINHOLD COMPANY, INC.	text
Graphic Layout & Design Gerald Silver	DELMAR PUBLISHING	text
Production for the Graphic Designer	WATSON-GUPTILL PUBLICATIONS	text
Signs, Symbols and Ornaments Rene Smeets	VAN NOSTRAND REINHOLD COMPANY, INC.	text
The Design of Advertising Roy Paul Nelson	WILLIAM C. BROWN	text

05.0 DEMONSTRATE PROFICIENCY IN LETTERING SKILLS

TITLE, AUTHOR, ORDER#	PUBLISHER	TYPE
Typestyles and Their Uses	GRAPHIC COMMUNICATIONS EDUCATION PROGRAM, SOUTH CAROLINA DEPT. OF EDUCATION	slides
Designing with Type James Craig	WATSON-GUPTILL PUBLICATIONS	text
Graphic Design Manual, Principles and Practices Armin Hoffman	VAN NOSTRAND REINHOLD COMPANY, INC.	text
Handbook of Type Faces and Lettering J. T. Biegeleisen	ARCO PUBLISHING, INC., Division of Simon & Schuster, Inc.	text
Sign Painting Techniques Ralph Gregory	SIGNS OF THE TIMES PUBLISHING COMPANY	text

06.0 DEMONSTRATE PROFICIENCY IN TYPOGRAPHY SKILLS

TITLE, AUTHOR, ORDER#	PUBLISHER	TYPE
Design With Type Carl Dair	UNIVERSITY OF TORONTO PRESS	text
Designing With Type - A Basic Course in Typography James Craig	WATSON-GUPTILL PUBLICATIONS	text
How to Spec Type Alex White	WATSON-GUPTILL PUBLICATIONS	text
Lettering for Reproduction David Gates	WATSON-GUPTILL PUBLICATIONS	text

Typography 4 Susan Davis	WATSON-GUPTILL PUBLICATIONS	text
Typography Design and Practice John Lewis	TAPLINGER PUBLISHING COMPANY	text

07.0 DEMONSTRATE PROFICIENCY IN LAYOUT AND PASTE-UP SKILLS

TITLE, AUTHOR, ORDER#	PUBLISHER	TYPE
Graphics for Communicators	APA INSTITUTE	kit
Layout & Design Program	APA INSTITUTE	kit
Production Art Kit APA Institute Ltd.	APA INSTITUTE	kit
Basic Layout Preparation	GRAPHIC COMMUNICATIONS EDUCATION PROGRAM, SOUTH CAROLINA DEPT. OF EDUCATION	slides
Basic Paste-up for a Four Page Signature	GRAPHIC COMMUNICATIONS EDUCATION PROGRAM, SOUTH CAROLINA DEPT. OF EDUCATION	slides
Measuring in the Graphic Arts Industry	GRAPHIC COMMUNICATIONS EDUCATION PROGRAM, SOUTH CAROLINA DEPT. OF EDUCATION	slides
Paste-up Using Overlays	GRAPHIC COMMUNICATIONS EDUCATION PROGRAM, SOUTH CAROLINA DEPT. OF EDUCATION	slides
Preparing a Paste-up	GRAPHIC COMMUNICATIONS EDUCATION PROGRAM, SOUTH CAROLINA DEPT. OF EDUCATION	slides

Progressive Steps of Layout	GRAPHIC COMMUNICATIONS EDUCATION PROGRAM, SOUTH CAROLINA DEPT OF EDUCATION	slides
Scaling and Cropping	GRAPHIC COMMUNICATIONS EDUCATION PROGRAM, SOUTH CAROLINA DEPT OF EDUCATION	slides
Advertising Agency and Studio Skills Tom Cardamone	WATSON-GUPTILL PUBLICATIONS	text
Advertising Layout Techniques Harry Borgman	WATSON-GUPTILL PUBLICATIONS	text
Complete Guide to Paste-up Walter B. Graham	NORTH AMERICAN PUBLISHING COMPANY	text
Handbook of Advertising Art Production Richard M. Schlemmer	PRENTICE-HALL, Division of Simon & Schuster	text
Modern Graphic Arts Paste-up Gerald A. Silver	AMERICAN TECHNICAL PUBLICATIONS, INC.	text
Paste-Up for Graphic Arts Production Kenneth F. Hird	PRENTICE-HALL, Division of Simon & Schuster	text
Paste-up and Mechanicals Dermoney and Meyer	WATSON-GUPTILL PUBLICATIONS	text
Practical Problems in Mathematics for Graphic Arts Lavonne Vermeersch and Charles Southwick	DELMAR PUBLISHING	text
Preparing Art and Camera Copy for Printing Henry C. Latimer	McGRAW HILL BOOK COMPANY	text
Preparing Art for Printing Bernard Stone and Arthur Eckstein	VAN NOSTRAND REINHOLD COMPANY, INC.	text

Studio Tips for Artists and Graphic Designers Bill Gray	VAN NOSTRAND REINHOLD COMPANY, INC.	text
The Graphics of Communication Authur T. Turnbill and Russell N. Baird	HOLT, RINEHART & WINSTON, Division of CBS College Publishing	text
The Language of Layout Bud Donahue	PRENTICE-HALL, Division of Simon & Schuster	text

08.0 DEMONSTRATE PROFICIENCY IN ILLUSTRATION SKILLS

TITLE, AUTHOR, ORDER#	PUBLISHER	TYPE
Perspective: Understanding Space	EDUCATIONAL AUDIO VISUAL	film & cassette
Artists' & Illustrators' Encyclopedia John Quick	McGRAW HILL BOOK COMPANY	text
Drawing in Ink Borgman	WATSON-GUPTILL PUBLICATIONS	text
Drawing in Ink - Drawing for Reproduction Harry Borgman	WATSON-GUPTILL PUBLICATIONS	text
How to Draw in Pen and Ink Meyer and Avillez	MACMILLAN COMPANY	text
Product Rendering With Markers Mark Arends	VAN NOSTRAND REINHOLD COMPANY, INC.	text
Rendering in Mixed Media Joseph Ungar	WATSON-GUPTILL PUBLICATIONS	text
Rendering with Markers Ronald B. Kemnitzer	WATSON-GUPTILL PUBLICATIONS	text

The Figure in Motion Tom Easley	WATSON-GUPTILL PUBLICATIONS	text
Watercolor for Illustration Jacqui Morganzek	WATSON-GUPTILL PUBLICATIONS	text
Zoltan Szabo Paints Landscapes - Advanced Techniques in Watercolor Zoltan Szabo	WATSON-GUPTILL PUBLICATIONS	text

09.0 DEMONSTRATE PROFICIENCY IN APPLIED DESIGN SKILLS

TITLE, AUTHOR, ORDER#	PUBLISHER	TYPE
Advertising Procedure Otto Kleppner	PRENTICE-HALL, Division of Simon & Schuster	text
American Trademarks Design Barbara Capitman	DOVER PUBLICATIONS, INC.	text
Complete Guide to Advertising Torin Douglas	CHARTWELL HOUSE, INC.	text
Modern Monograms Kiyoshi Takahashi	DOVER PUBLICATIONS, INC.	text
Systematic Approach to Advanced Creativity Stephen Baker	McGRAW HILL BOOK COMPANY	text
Visual Communication Through Signage - Vol 1, 2, 3 Drs. Karen and James Claus	SIGNS OF THE TIMES PUBLISHING COMPANY	text

10.0 DEMONSTRATE PROFICIENCY IN PHOTOSTAT CAMERA SKILLS

TITLE, AUTHOR, ORDER#	PUBLISHER	TYPE

NONE

11.0 DEMONSTRATE PROFICIENCY IN AIRBRUSH SKILLS

TITLE, AUTHOR, ORDER#	PUBLISHER	TYPE
Airbrush 2 Radu Vero	WATSON-GUPTILL PUBLICATIONS	text
Airbrush: The Complete Studio Handbook Radu Vero	WATSON-GUPTILL PUBLICATIONS	text

12.0 DEMONSTRATE EMPLOYABILITY SKILLS

TITLE, AUTHOR, ORDER#	PUBLISHER	TYPE
Applying for a Job - Instructor's Guide	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	instructor text
Choosing an Occupation - Instructor's Guide	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	instructor text
Employability Skills Leader's Guide: In-service Workshop	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	instructor text
Good Work - Instructor's Guide	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	instructor text
Job Changes - Instructor's Guide	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	instructor text
Personal Finances - Instructor's Guide	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	instructor text

Your Job Search - Instructor's Guide	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	instructor text
Employability Skills Series (ESS)	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	module
Applying for a Job - Student Guide	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	student text
Choosing an Occupation - Student Guide	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	student text
Employability Skills Participant's Guide: In-service Workshop	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	student text
Good Work - Student Guide	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	student text
Job Changes - Student Guide	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	student text
Personal Finances - Student Guide	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	student text
Your Job Search - Student Guide	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	student text
A Guide to Employability Skills Materials	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	text

ESS for Success	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	text
Graphic Design Career Guide James Craig	WATSON-GUPTILL PUBLICATIONS	text
The Perfect Portfolio Henritta Brackman	WATSON-GUPTILL PUBLICATIONS	text

13.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP

TITLE, AUTHOR, ORDER#	PUBLISHER	TYPE
Business of Graphic Design Ed Gold	WATSON-GUPTILL PUBLICATIONS	text
Legal Guide for the Visual Artist Tad Crawford	MADISON SQUARE PRESS, INC.	text

PUBLISHERS' ADDRESSES

AMERICAN TECHNICAL PUBLICATIONS, INC.
1155 West 175th Street
Homewood, IL 60430
800-323-3471

APA INSTITUTE
307 North Compton Avenue
St. Louis, MO 63103

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Gulf & Western Building
New York, NY 10023
212-373-8931

CHARTWELL HOUSE, INC.
P.O. Box 166 Bowling Green Station
New York, NY 10004
212-203-6398

DEAN LEM ASSOCIATES
P.O. Box 25920
Los Angeles, CA 90025
213-478-0092

DELMAR PUBLISHING
2 Computer Drive West
Albany, NY 12212
518-459-1150

DOVER PUBLICATIONS, INC.
180 Varick Street
New York, NY 10014
212-255-3755

EDUCATIONAL AUDIO VISUAL
Pleasantville, NY

FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION
Knott Building
Tallahassee, FL 32399

FUNK AND WAGNALLS
c/o Harper & Row Publishers
10 East 53rd Street
New York, NY 10022
800-242-7737

GRAPHIC ARTS TECHNICAL FOUNDATION
4615 Forbes Avenue
Pittsburgh, PA 15213

GRAPHIC COMMUNICATIONS EDUCATION PROGRAM
SOUTH CAROLINA DEPARTMENT OF EDUCATION
Columbia, SC 29201

HOLT, RINEHART & WINSTON
Division of CBS College Publishing
383 Madison Avenue
New York, NY 10017
212-750-1330

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New York, NY 10016

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1221 Avenue of the Americas
New York, NY 10020
212-512-2000

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401 N. Broad Street
Philadelphia, Pa 19108
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90 South Bedford Road
Mt. Kisco, NY 10549
914-631-8300

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Route 9 West
Englewood Cliffs, NJ 07632
201-592-2000

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DIVISION OF SCOTT PAPER
225 Franklin Street
Boston, MA 02110

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597 Fifth Avenue
New York, NY 10017

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407 Gilbert Avenue
Cincinnati, OH 45202

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New York, NY 10011

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Florence, KY 41042
606-525-6600

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Mount Kisco, NY 10549

W. H. SMITH PUBLICATIONS, INC.
112 Madison Avenue
New York, NY 10016

WATSON-GUPTILL PUBLICATIONS
1695 Oak Street
Lakewood, NJ 08701

WILLIAM C. BROWN
2460 Kerper Boulevard
Dubuque, IA 52001

WRITER'S DIGEST BOOKS
Division of F & W Publications
1507 Dana Avenue
Cincinnati, OH 45207

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FACILITIES

Facility Design Recommendations

Facilities, tools and equipment are essential parts of training programs, and must be designed to meet State program standard requirements and instructional objectives. This section of the Program Guide contains information for setting up classroom and laboratory facilities. Facility design criteria and space requirements are specified in **S.B.E. Section B, Chapter 6A-2.**

TEACHING FACILITIES

The instructional environment should duplicate, as closely as possible, the real-life work environment the student will enter after graduation. The more the school resembles the industrial environment, the easier it will be for the student to make the transition from school to work. Tools, supplies and equipment should conform to local industry standards. The teacher should actively pursue supplemental resources to expose the students to state-of-the-art equipment.

All facilities should include classroom space, as well as space for regular classroom equipment such as audio-visual equipment. Laboratory facilities should be equipped with work stations or workbenches, tables, chairs and special training aids to demonstrate basic principles and theory. They should contain enough tools and equipment to enable several students to work individually on the same learning activity.

UPDATING FACILITIES

To keep pace with technological changes and improvements, facilities must be updated on a continuing basis. When planning facilities, priority must be to provide space which will fulfill changing needs of the instructional program. Buildings should be designed with flexibility to expand in order to accomodate future program changes and to allow for greater ease of facility updating. The program advisory committee should be used to assist the school in establishing priorities for obtaining facilities, tools and equipment. Careful planning and analysis of current and future needs will lead to the establishment of an effective training environment.

SCHOOL FACILITIES

Commercial Art Classroom/Laboratory Areas

This section of the program guide provides guidelines for Commercial Art program facilities. All vocational programs must meet additional facility requirements specified in **S.B.E. Section B, Chapter 6 A-2.**

The classroom/laboratory areas should include drawing, painting and layout tables. Each table should be equipped with special lighting, as necessary. A separate area to accommodate photographic dark room activities is necessary. The dark room area should include special plumbing, lighting and appropriate furnishings for the development and processing of photographic materials.

The laboratory should have electrical outlets providing 110 volts at each work station. Electrical outlets should be permanently mounted to the work station benches. Additional electrical outlets should be installed along the walls and in the center areas of the laboratory. Electrical outlets in the center areas should be mounted on posts between the ceiling and work stations or on pull down extension systems. All electrical outlets must be installed according to local building code requirements.

CLASSROOM/LABORATORY FACILITIES

Space requirements for **new** facility construction for this program are specified in **S.B.E. Rule 6A-2.032** as shown below.

NEW FACILITIES COMMERCIAL ART	
Occupant Design Stations	20
Net Square Feet Per Occupant	
Minimum	113
Normal	119
Maximum	124
Total Net Square Feet	
Minimum	2260
Normal	2380
Maximum	2480

WORK STATION ARRANGEMENT

The arrangement of work stations and specialized equipment depends upon the general layout of the facilities, but careful consideration must be given to convenience to entrances and exits, easy movement among work stations and tool/storage areas. The area should have a counter convenient to work stations. Overall layout of the facility should be planned so that the location of entrances and exits permits a logical flow of work in progress. One of the most critical factors in planning a facility is the arrangement of work stations to obtain a safe, efficient traffic pattern.

ADDITIONAL FACILITY CONSIDERATIONS

Training Stations

Training stations and live work areas must be available in the type and number required to meet program goals and performance objectives.

Instructional Area

A classroom or designated area of the laboratory should be available for lecture, instruction, viewing audio visual materials and other nonshop activities.

Personal Tool/Equipment Storage Area

A secure storage room or area should be provided, with enough shelf space for student supplies/tool boxes and floor space for equipment.

General Storage

Storage areas for tools, parts, supplies and machines must be sufficient to support the activities outlined in the program goals and performance objectives.

Office Space

An area separate from the classroom and laboratory should be available and convenient for use by the instructor(s) as an office.

Maintenance

A regular facilities maintenance program must be implemented to ensure that equipment and facilities are safe and usable to meet instructional needs.

Housekeeping

The classroom, laboratory and support area(s) must be kept clean and orderly.

Ventilation

A fume/dust removal system should be in place and operable. When appropriate, heating and cooling systems should be used to provide sufficient comfort for learning. Ventilation requirements are stated in **S.B.E. Rule 6A-2.066.**

First Aid

A first aid station must be in place, well marked and complete with appropriate supplies.

Support Facilities

Restrooms, clean-up areas and lockers convenient to the shop should be available for students.

Safety

The facilities must meet all Occupational Safety and Health Administration (OSHA) safety standards, where applicable.

Facility Evaluation

The program advisory committee should be asked to conduct an annual evaluation of the facilities to insure the program's continuing capability to meet instructional objectives.

Safety, Maintenance and Liability

SAFETY

S.B.E. Rule 6A-2.097

The Florida State Board of Education establishes rules for the operation of public schools. **Part III, Section B, Chapter 6A-2** of the State Board of Education Rules contains the standards for existing educational facilities. Subsections deal with the entire school facility in regard to such topics as electrical equipment, flammable materials, ventilation, fire safety, storage and illumination. Subsection 6A-2.097 contains safety regulations pertaining to vocational classes.

Special safety hazards associated with this program concern the possibility of injury from photo processing equipment, cutting and trimming devices, and handling of chemicals and cleaning solvents. Special instruction in these areas is required to avoid accidents.

Marking of Hazardous Areas

Floors, walls, posts, stationary objects, machinery and equipment should be properly painted, marked, coded or identified, according to recommended safety practices of OSHA, the school board and industry.

Emergency Procedure For Injuries

The following procedures are recommended in the event of an injury or sudden illness in a student:

- Refer to the red "fire or medical emergency" signs posted in appropriate areas.
- Provide immediate first aid if so qualified.
- Notify appropriate personnel to advise them of the problem. They can also contact emergency trained personnel on campus.
- A conscious person has the right to refuse treatment and/or transportation to a medical facility.
- Advise students that they will be financially responsible for ambulance and emergency care.
- The paramedics will assume patient care upon arrival.
- If emergency transportation is not indicated, the student may spend time at the clinic, be allowed to go home or go to a medical facility.
- Be sure to complete the appropriate student injury form for any and all accidents or sudden illness.

MAINTENANCE

Schools should have the necessary facilities for routine maintenance. Special maintenance requirements for this program concern the photo processing equipment, cameras and cutting and trimming equipment. Daily cleaning and maintenance of photo processing equipment must be included in the instructional program. Arrangements must be made to accomplish routine and non-routine cleaning and maintenance of all equipment used in this program. Arrangements can be made through the school's shop or an outside agency.

VOCATIONAL TEACHER LIABILITY

Liability of Teacher and School Board

Negligence of vocational education teachers can cause unnecessary injury, and may result in teacher and school district liability. Vocational teachers are recommended to carry personal liability insurance. To reduce the risk of liability and injuries, the following suggestions are provided.

- Follow accepted policies of the school board.
- Do not allow students to use equipment or tools which have not been approved by the administration and Board of Education.
- Establish safety rules and enforce them.
- Do not leave the shop/laboratory while students are working.
- Do not permit non-enrolled students to use the shop/laboratory.
- Do not allow students to use machines or tools for which instruction has not been given.
- Do not approve unsupervised student activities inside or outside the shop/laboratory.
- Prepare accident forms for all accidents.
- Regularly inspect the workplace and equipment for defects or potential hazards and maintain documentation of unserviceable or hazardous items.
- Consider age, maturity, skill and ability of students when providing instruction and supervision.
- Adminster safety tests to students upon completion of the demonstration of a specific machine, tool or process and keep documentation on file in your office.
- Require all students to wear eye protection devices, when appropriate, for laboratory activities.

SUGGESTED EQUIPMENT LIST

General Classroom Equipment

DESCRIPTION

Chalkboard

Bulletin board

Bookcases

Cabinet-storage

Student study stations

Audio-visual equipment as needed

Laboratory Tools and Equipment

These tools and items of equipment are normally used in this program. Equipment items are listed under each outcome, corresponding to the curriculum framework. Consumable supplies should be readily available to assure continuous instruction. Consumable supplies such as paper and ink are not contained in the equipment list.

01.0 DEMONSTRATE PROFICIENCY IN COMMUNICATION SKILLS

DESCRIPTION

Bookshelf, sectioned, metal, 3 shelves
Cabinet, file, 52 inches wide, 4 drawer
Cabinet, file, drawers, flat cases, 32 inches x 42 inches
Cabinet, file, metal, 4 drawer, letter size
Cabinet, storage, 4 drawer, 24 inches tall
Camera, 35 mm
Drafting chairs
Lockers, storage

Projector, opaque
Projector, slide
Table, classroom
Table, typing
Typewriter
Video recorder/camera/monitor

02.0 DEMONSTRATE PROFICIENCY IN GRAPHIC PRODUCTION SKILLS

DESCRIPTION

Cabinet, storage, for flammables
Camera, horizontal process
Cutter, mat
Cutter, paper, 30 inches x 36 inches
Dryer, textile
Letra chrome printing system (or equivalent)
Platemaker or arc lamp
Screen burner
Screen washer
Silk screen equipment

03.0 DEMONSTRATE PROFICIENCY IN TECHNICAL ART SKILLS

DESCRIPTION

Drawing boards
Ellipse set, large
Ellipse set, small
French curve set
Light, focused, drafting type
Light, magnifying
Parallel bars
Pica rulers
Plastic inking triangles
Proportion wheel
T-squares, stainless
Table, drawing, 36 inches x 48 inches
Table, tracing, light underneath

04.0 DEMONSTRATE PROFICIENCY IN DESIGN SKILLS

DESCRIPTION

Drafting tools
Drying rack
Flex, curve
Ink drawing tools
Paint brushes, oil
Paint brushes, water color, red sable
Print unit (press)
Printer, textile
Templates, various

05.0 DEMONSTRATE PROFICIENCY IN LETTERING SKILLS

DESCRIPTION

Cabinet, storage for drafting tools
Cutter, poster board
Headliner/compositor for setting type on film
Leroy lettering set
Lettering brushes, quill #4
Lettering brushes, quill #6, #9, #12 for enamel paints
Lettering brushes, red sable, 1/8-3/4 inch sizes
Lettering pens, variety
Parts cleaner for brushes with mineral spirits
Stand, 4 x 16 x .50, for holding banners and large signs for painting
Stapler, electric

06.0 DEMONSTRATE PROFICIENCY IN TYPOGRAPHY SKILLS

DESCRIPTION

Photo-typositor, or computer graphic typesetter
Type gage, clear
Typesetter, Kroy, with wheels

07.0 DEMONSTRATE PROFICIENCY IN LAYOUT AND PASTE-UP SKILLS

DESCRIPTION

APA paste-up kit
Camera, process type
Copy machine
Dry mount press
Enlarger, tracing paper type
Hole punch, 3-hole, precision, lucite base
PMT processor
Straightedge
Viewer
Wax coater
Waxer, 15-18 inch, large
Waxer, small, handheld

08.0 DEMONSTRATE PROFICIENCY IN ILLUSTRATION SKILLS

DESCRIPTION

NONE

09.0 DEMONSTRATE PROFICIENCY IN APPLIED DESIGN SKILLS

DESCRIPTION

Computer PC color monitor
Computer graphic software
Computer tables and chairs
Computer, Apple Macintosh (or other equivalent brand), 512K or larger memory, dual disk drives and/or hard drive
Desktop publishing software
Digitizer, video
Film recorder
Mouse, computer control
Plotter, color, 8 pen
Printer, Image Writer II, or equivalent
Printer, color, thermal, 15 inches
Printer, laser
Scanner, computerized

10.0 DEMONSTRATE PROFICIENCY IN PHOTOSTAT CAMERA SKILLS

DESCRIPTION

Camera, vertical process 20 inches x 24 inches
Chromatic exposure unit
Contact frame/point, light source, 20 inches x 30 inches
Enlarger/timer, black and white
Film processor, 20 inches, rapid access
Plate burner
Sink, developing
Sink, plate processing

11.0 DEMONSTRATE PROFICIENCY IN AIRBRUSH SKILLS

DESCRIPTION

Air compressor, portable
Easels, hold t-shirts
Hoses
Nitrogen tanks
Paasche H single action airbrush, beginners
Paasche VL double action air brush, advanced
Regulators
Spray booth

12.0 DEMONSTRATE EMPLOYABILITY SKILLS

DESCRIPTION

NONE

13.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP

DESCRIPTION

NONE

PROFESSIONAL DEVELOPMENT

Teacher Technical Updating

Technical updating workshops are scheduled periodically throughout the State, usually in the summer months. Teachers should take advantage of the opportunity to attend the Commercial Art technical update workshops when they are held. All instructional staff are encouraged to participate in as many training opportunities as possible.

Teachers should seek opportunities with local companies to maintain currency with industry trends. During periods when school is not in session, teachers are encouraged to make arrangements to return to industry for suitable involvement in their area of expertise.

Membership in professional associations offers vocational educators an enormous range of opportunities for working together to strengthen the field and to develop personal competence and satisfaction in work. The associations have similar goals and activities. They seek excellence in program content by means of joint efforts among members, communications that keep members current, forums for the discussion of issues in the field, useful and stimulating publications and sound professional growth experiences at local, state, regional and national meetings and annual conventions. They are concerned with increasing public understanding and support of the field. Teachers are encouraged to maintain affiliation with professional organizations. A list of professional organizations follows this section of the guide.

Teacher Standards

As a prerequisite to certification, teachers must have the required years of experience in the appropriate technical field as defined in the certification standards. For the Commercial Art program, the requirements are six years continuous experience in Commercial Art. The teacher is then judged qualified to teach upon meeting one of the following criteria: (1) regular or temporary Florida teacher's certificate with appropriate coverage, (2) Approval of local school board consistent with adopted school policy or (3) regular or temporary Florida teacher's certificate with other than appropriate coverage (has met all occupational experience requirements prescribed as a prerequisite to appropriate certification and has been approved by the school board to teach out-of-field.) Refer to the

Curriculum Framework for this program to determine the appropriate occupational specialization coverage required for certification.

Instructional staff must have technical competency and meet all State and local requirements for certification. Instructors should hold current, nationally recognized certification in the subject areas taught, if awarded. Beginning teachers must be enrolled in the State Beginning Teacher Program.

A systematic method of obtaining "substitute" instructors, approved by the school board, should be used to assure instructional continuity. An orientation session for substitutes should be held on a regular basis. The substitute should be a competent instructor in the occupational area and specific competencies taught.

Professional Organizations and Support Services

EDUCATION ASSOCIATIONS

AMERICAN VOCATIONAL ASSOCIATION (AVA)
1410 King Street
Alexandria, VA 22314
800-826-9972

FLORIDA ASSOCIATION FOR TRADE AND INDUSTRIAL EDUCATION, INC. (FATIE)
Florida Department of Education
Industrial Education - Vocational Division
Knott Building
Tallahassee, FL 32399
904-488-0484

FLORIDA VOCATIONAL ASSOCIATION (FVA)
1420 North Paul Russell Road
Tallahassee, FL 32399
904-878-6860

FLORIDA VOCATIONAL INDUSTRIAL CLUBS OF AMERICA (VICA)
Florida Department of Education
Knott Building
Tallahassee, FL 32399
904-488-0484

TRADE ORGANIZATIONS

This list contains trade associations and technical societies. Many offer training programs of some sort, either directly or through their member companies. Specific details should be requested in writing.

SCREEN PRINTING ASSOCIATION INTERNATIONAL
10015 Main Street
Fairfax, VA 22031-3403
703-385-1335

TYPOGRAPHERS INTERNATIONAL ASSOCIATION
2262 Hall Place Northwest
Washington, DC 20007-1838
202-965-3400

NATIONAL ASSOCIATION OF SCHOOLS OF ART & DESIGN
11250 Roger Bacon Drive
Reston, VA 22090-5202
703-437-0700

NATIONAL GUILD OF COMMUNITY SCHOOLS OF THE ARTS
Box 583
Teaneck, NJ 07666-0583
201-836-5594

AMERICAN ACADEMY & INSTITUTE OF ARTS & LETTERS
633 West 155th Street
New York, NY 10032-7501
212-368-5900

AMERICAN COUNCIL FOR THE ARTS
570 Seventh Avenue
New York, NY 10018-1602
212-354-6655

AMERICAN FEDERATION OF ARTS
41 East 65th Street
New York, NY 10021-6508
212-988-7700

AMERICAN SOCIETY OF ARTISTS
1297 Merchandise Mart Plaza Box 1326
Palatine, IL 60078-0000
312-751-2500

NATIONAL GRAPHIC ARTISTS GUILD
30 East 20th Street
New York, NY 10003-1310
212-777-7353

FL88CD18

019317
proposal #018358

CAREER MERIT ACHIEVEMENT PLAN (CAREER MAP)

COMMERCIAL ART

(IN48.020300)

State of Florida

An affirmative action/equal opportunity employer

DEPARTMENT OF EDUCATION
Betty Castor, Commissioner of Education

DIVISION OF VOCATIONAL, ADULT AND COMMUNITY EDUCATION
Robert S. Howell, Director

DEVELOPED BY:
University of South Florida
Department of Adult and Vocational Education

INDUSTRY-BASED PARTNERSHIP PROGRAMS: The State of Florida is committed to the development of industry-based partnership programs, designed by education and industry to respond to industry's demand for a highly skilled work force.

ACKNOWLEDGEMENTS

PARTNERSHIP WITH INDUSTRY

The following industry representatives are recognized for their valuable contributions to the identification and validation of the commercial art competencies reflected in this MAP:

Mr. Joe Vitale, Production Manager, A. D. Weiss Lithograph Company
Ms. Debbie Burgess, Art Director, Boca Raton News
Mr. Walter Haas, President, Walter Haas and Sons
Mr. Mike House, Director, Advertising and Public Relations, Teltec Corporation
Ms. Lya Korda, Design Consultant, MENSA
Mr. W. Curtis Perry, Supervisor of Drafting, Fine Line Graphics
Ms. Barbara Perry, Fine Line Graphics
Ms. Ann Sorosky, Director of Creative Services, Graphics Four

For further information, contact
Bureau of Vocational Program and Staff Development
Division of Vocational, Adult, and Community Education
Department of Education
Knott Building
Tallahassee, FL 32399

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THIS MERIT ACHIEVEMENT PLAN RECORDS THE COMMERCIAL ART ACHIEVEMENTS OF:

Student's Name _____

Student ID Number _____

Student's Address _____

_____

Initial Instructor _____

School _____

Date Started _____

PRIMARY JOB TITLE(S) FOR COMMERCIAL ART

- Illustrators (DOT#141.061-022)
- Commercial Designers (DOT#141.081-014)

Program completers qualify for the primary job title(s) listed above. Related job titles may be added based on those job titles found in industry and/or the Dictionary of Occupational Titles.

OVERVIEW

This Career MAP includes the competencies required for entry into the field of commercial art. Business and industry representatives have recommended that students in this field master these competencies in order to become employable. Local education agencies (LEAs) may adapt these competencies to meet their workforce needs.

PURPOSE OF THE MAP

The purposes of the MAP are: to display the student performance standards (SPS) required by the LEA and to document the level of achievement on student performance standards that the student demonstrates.

HOW TO USE THE MAP

Administrator and Instructor. The administrator and instructor can use Career MAPs in curriculum planning, program updating and improvement and teacher recruitment, selection and updating. If the LEA changes or adds student performance standards, the revised or additional student performance standards should be included in the blank boxes that appear within each intended outcome or at the end of this MAP.

Instructor. The instructor can use Career MAPs to keep track of student progress on student performance standards. By periodically reviewing the ratings on student performance standards, the instructor can identify a student's strengths and weaknesses and, on that basis, identify the skills for which the student needs remedial instruction or advanced training. The MAP can also be useful in student counseling and evaluation.

Co-op Instructor/Employer. The employer who sponsors a co-op program should use the Career MAP for keeping a record of the student's performance on appropriate standards. The MAPs will also help the co-op instructor/employer in counseling and evaluating the student.

Student. The student may use the MAP to show potential employers the performance standards he or she has mastered. In order to present a complete record, the student should encourage the instructor/co-op employer to rate his or her level of achievement on all the appropriate student performance standards and to fill in the verification form/cooperative work experience page in the back of this MAP.

Employer. The MAP shows an employer the student performance standards mastered by the student (a prospective employee) and the proficiency level achieved on each student performance standard. This information can help the employer make decisions about hiring, job assignments and job-training needs.

RATING STUDENT PERFORMANCE STANDARDS

Ratings on student performance standards should be based upon business/industrial performance standards. The evaluator observes and evaluates student performance as he or she would in the role of the employer or supervisor.

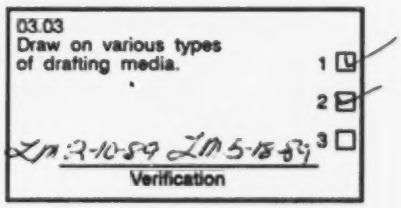
For each skill listed the learner receives a rating of 1, 2 or 3. Each rating indicates a particular level of achievement:

1 = Learner demonstrates knowledge and understanding of this student performance standard, but is not yet able to apply that knowledge or understanding.

2 = Learner performs this student performance standard satisfactorily with only periodic supervision.

3 = Learner performs this student performance standard satisfactorily without supervision.

Whenever a performance standard is demonstrated, the instructor checks the appropriate rating box (1, 2 or 3) and initials and dates the verification line. If the student later demonstrates a higher level of achievement on a performance competency, the instructor crosses out the old level, checks the higher level and then enters his or her initials and the new date on the verification line, as shown in the following example:



NOTE: A student performance standard without a checked rating indicates that the learner has not mastered the standard from lack of either ability, time, opportunity or need (the student's area of specialization may not have required it).

0.0 DEMONSTRATE EMPLOYABILITY SKILLS.

0.01 Conduct a job search. 1 ☐ 2 ☐ 3 ☐ Verification	0.02 Secure information about a job. 1 ☐ 2 ☐ 3 ☐ Verification	0.03 Identify documents that may be required when applying for a job. 1 ☐ 2 ☐ 3 ☐ Verification
0.04 Complete a job application form correctly. 1 ☐ 2 ☐ 3 ☐ Verification	0.05 Demonstrate competence in job interview techniques. 1 ☐ 2 ☐ 3 ☐ Verification	0.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor or other persons. 1 ☐ 2 ☐ 3 ☐ Verification
0.07 Identify acceptable work habits. 1 ☐ 2 ☐ 3 ☐ Verification	0.08 Demonstrate knowledge of how to make job changes appropriately. 1 ☐ 2 ☐ 3 ☐ Verification	0.09 Demonstrate acceptable employee health habits. 1 ☐ 2 ☐ 3 ☐ Verification

00.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP.

00.01 Define entrepreneurship. 1 ☐ 2 ☐ 3 ☐ Verification	00.02 Describe the importance of entrepreneurship to the American economy. 1 ☐ 2 ☐ 3 ☐ Verification	00.03 List the advantages & disadvantages of business ownership. 1 ☐ 2 ☐ 3 ☐ Verification
00.04 Identify the risks involved in ownership of a business. 1 ☐ 2 ☐ 3 ☐ Verification	00.05 Identify the necessary personal characteristics of a successful entrepreneur. 1 ☐ 2 ☐ 3 ☐ Verification	00.06 Identify the business skills needed to operate a small business efficiently & effectively. 1 ☐ 2 ☐ 3 ☐ Verification
1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification

P.O.W.E.R. SKILLS (PRINCIPLES OF WORK ENVIRONMENT READINESS)

000.0 COOPERATIVE WORK EXPERIENCE COMPETENCIES.

1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification
1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification
1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification
1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification
1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification
1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification
1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification

VERIFICATION

The instructor should verify the level of mastery achieved by the student by initialing the competency box each time the student masters a competency. Later, if the student achieves a higher degree of mastery of a competency, the higher degree should be recorded and verified by the instructor.

INSTRUCTOR SHOULD SIGN FULL NAME AND SCHOOL NAME AND ADDRESS IN THE SPACE BELOW.

Verification	Signature
	Title
	School Name
	School Address

Verification	Signature
	Title
	School Name
	School Address

Verification	Signature
	Title
	School Name
	School Address

COOPERATIVE WORK EXPERIENCE

In addition to classroom training and laboratory performance identified on the Career MAP, this student has participated in cooperative work experience with employers as shown below:

Dates _____

Employer _____

Address of Employer _____

Supervisor _____

Supervisor Title _____

Dates _____

Employer _____

Address of Employer _____

Supervisor _____

Supervisor Title _____

Dates _____

Employer _____

Address of Employer _____

Supervisor _____

Supervisor Title _____

NOTES

This section of the MAP is provided so the instructor, employer, or student may list additional qualifying statements or other pertinent information. All comments should be initialed for verification.